



Engagement

What's All the Noise About?

BalancEdTech.wikispaces.com



Questioning Lenses

What Are You Hearing? What Are You Wondering?



Why Bother?



Culture & Climate



Shifts of Sustainability

Then & Now

Current & Next Steps

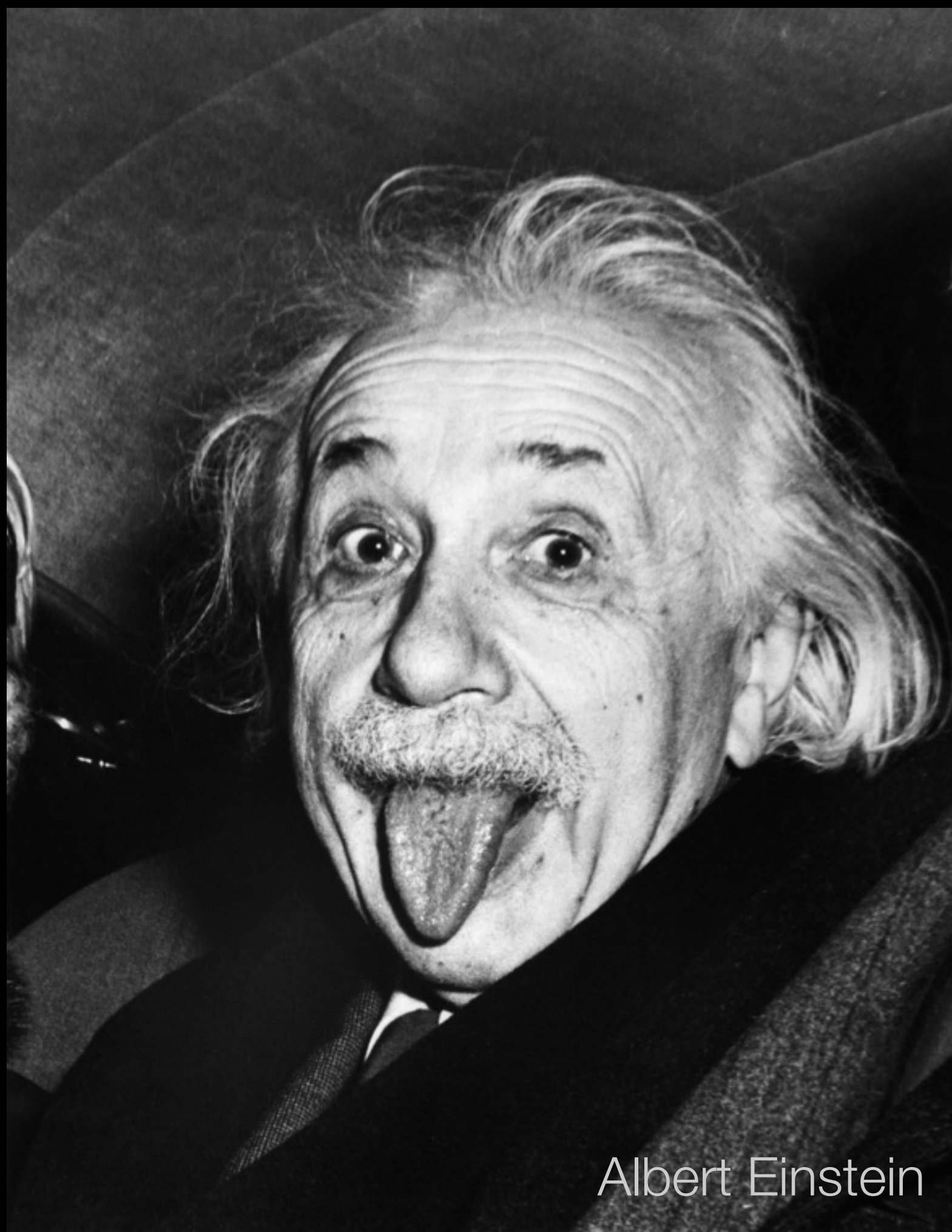
Student & Teacher Roles

Learning Leaders Student Learning

I Wonder...

It's not that I'm so
smart...

but I stay with
the questions
much longer.



Albert Einstein

Lifelong Learners

“FAIL!” to learn

Small Shifts, Big Impact

Learning OutLoud



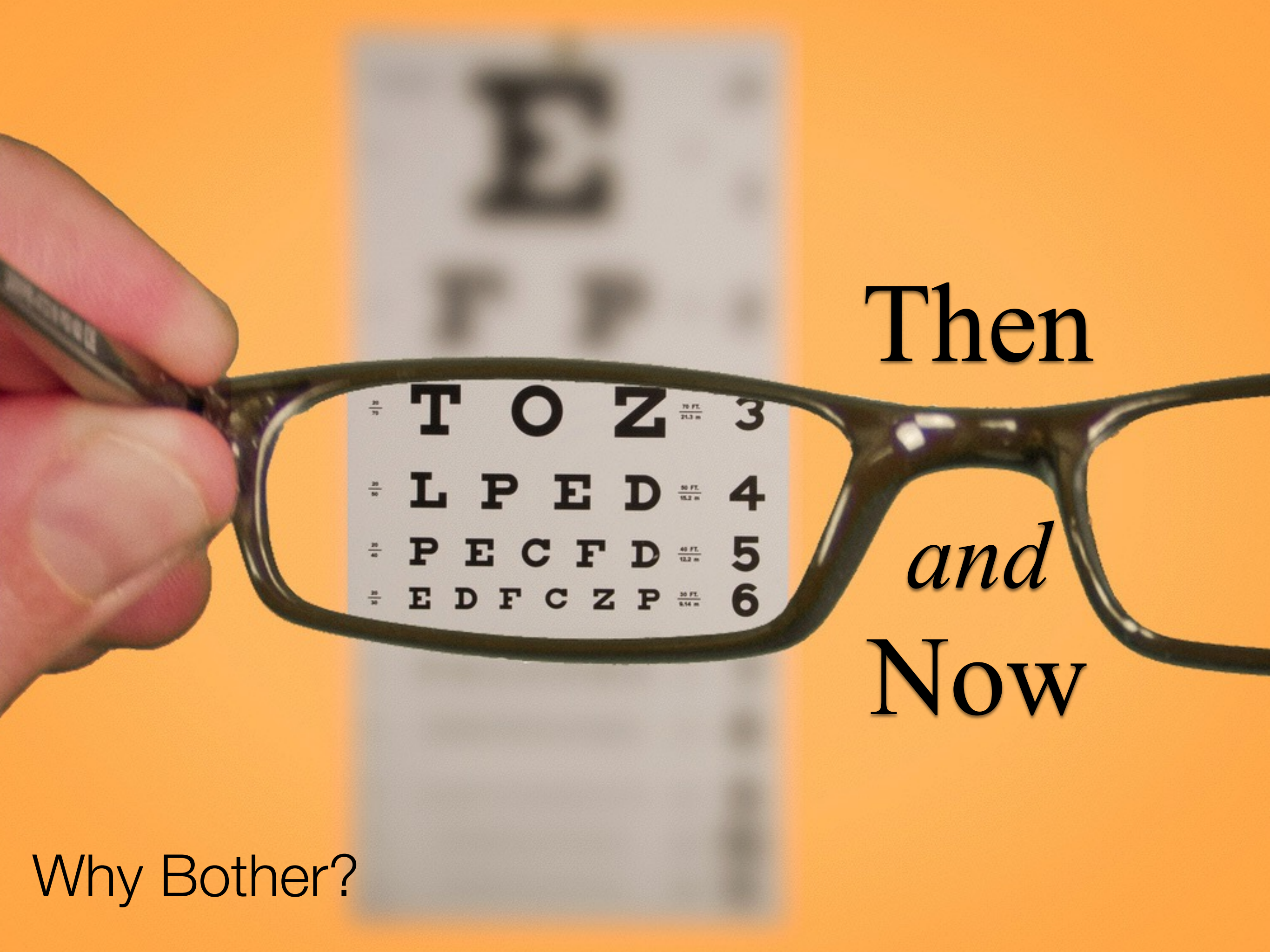
Learn OutLoud



Question **Fearlessly**
Challenge **Thoughtfully**
Learn **Openly**
Contribute **Generously**

“To be an effective teacher,
you need to be **passionate** and **active**
in *your own learning*, first.”

George Couros



Then

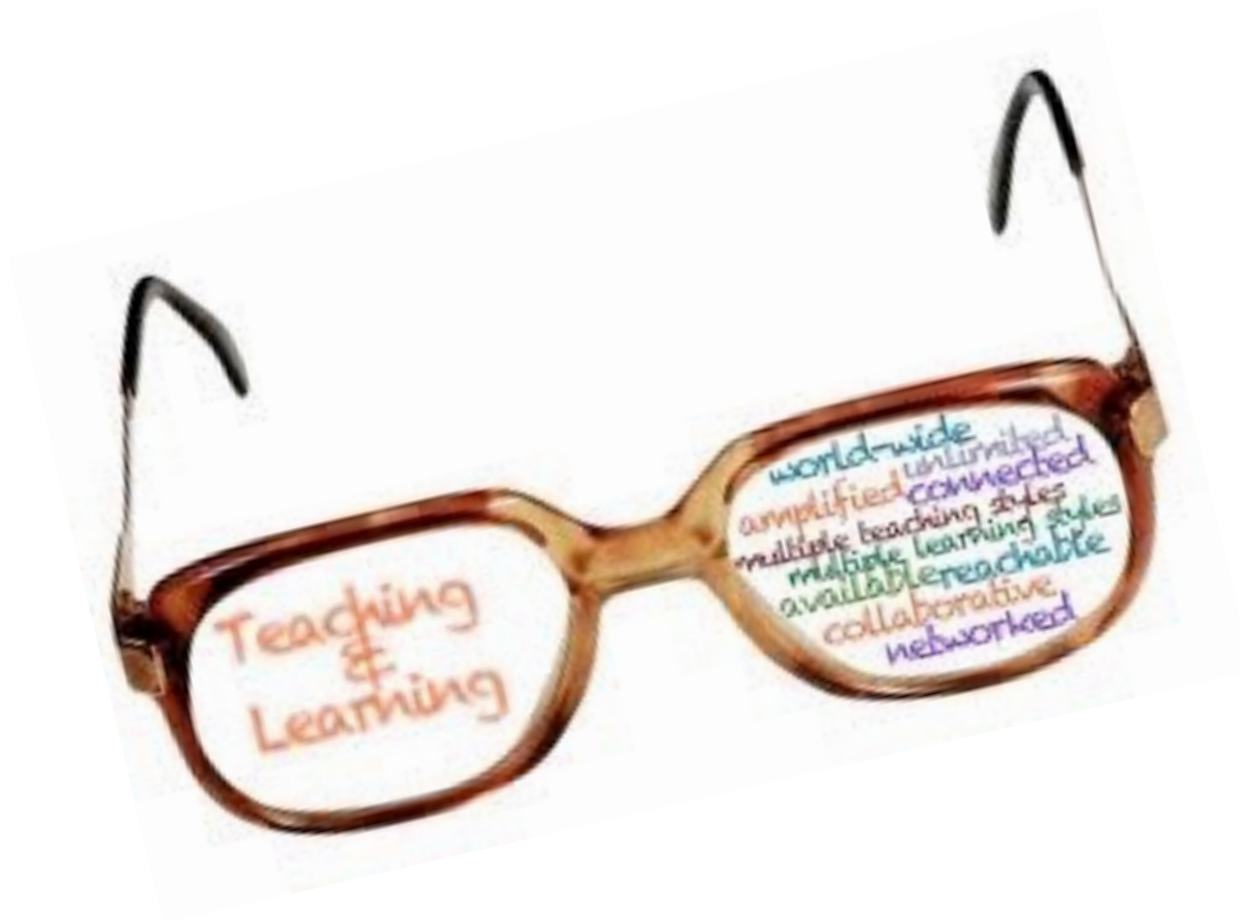
and

Now

Why Bother?

Promises, Promises...

- action research
- advance organizers
- affective education
- assertive discipline
- alternative assessment
- authentic assessment
- back to basics
- background knowledge
- block scheduling
- bloom's taxonomy
- brain-based teaching
- character education
- charter school
- classroom management
- cognitive development
- cognitive dissonance
- collaboration
- computer-assisted instruction
- conflict resolution
- connectivism
- constructivism
- cooperative learning
- critical thinking
- cultural literacy
- curriculum mapping
- data-based decision making
- decentralization
- differentiated instruction
- dimensions of learning
- direct instruction
- discovery learning
- distance learning
- diversity
- effective schools
- enrichment
- esl
- essential questions
- experiential education
- formative assessment
- gifted and talented
- glce's
- globalization
- graphic organizers
- habits of mind
- high-stakes tests
- higher-order thinking
- homeschooling
- iep
- inclusion
- information literacy
- integrated learning systems
- interdisciplinary curriculum
- learning styles
- lifelong learning
- looping
- madelyn hunter lesson plan
- magnet schools
- mainstreaming
- manipulatives
- metacognition
- multiage classrooms
- multicultural education
- multimedia
- multiple intelligences
- nclb
- outcomes based education
- performance assessment
- personal learning networks
- phonics
- portfolios
- problem-based learning
- process writing
- professional learning communities
- project based learning
- rigor and relevance
- rubrics
- scaffolding
- service learning
- social constructivism
- socratic questioning
- spiraling curriculum
- standardized testing
- standards
- stem
- student-led conferences
- systemic reform
- teacher portfolios
- teaching for understanding
- technology integration
- thematic instruction
- tpack
- trade books
- understanding by design
- whole language
- writers workshop
- year round schooling
- 1-to-1 computing
- 21st century skills
- common core state standards
- readers workshop
- fountas & pinnell
- flipped classroom
- blended learning



Joliet

Skills Essential for Learning

Read
Compare
Research
Contrast
Question
Challenge
Listen
Explain
Think Critically
Write
Analyze
Synthesize
Identify
Communicate
Validate
Persevere
Iterate
Reflect

Making A Difference...



World-wide
Unlimited
Amplified
Connected
Multi-modal
Challenging
Accessible
Meaningful
Collaborative
Authentic
Relevant
On-going
Real
Engaging
Provocative
Social
Integrated
Unfinished

Making **THE** Difference

*Where & How
are learners
investing their time and thinking?*

Read
Compare
Research
Contrast
Question
Challenge
Listen
Explain
Think Critically
Write
Analyze
Synthesize
Identify
Communicate
Validate
Persevere
Iterate
Reflect

Team Up & Share Out!

Team of 2

Share your “Show”

image, link, text, other?

4 minutes...go!



@sewilkie

Show Me 7

***bonus points for sharing w others outside this conference!**



Twitter:
A Learning
Tool



Make Thinking Visible
Reach Out
Pull In
more...?

World-wide
Unlimited
Amplified
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Reflect

Engaged doesn't mean learning...



Pretty doesn't mean correct.

There are 365 days in a year
and 24 hours in a day.
How many hours
are there in three
years?

Wilk	Wink
365 days in a year. 24 hours in a day.	How many hours are there in 3 years

$$\begin{array}{r} 1 \\ \times 24 \\ \times 3 \\ \hline 72 \end{array}$$

There are 72
hours in 3
years.

It's not about technology, but
technology does matter...

...because our learners are ever more digital.



A high-resolution image of Earth from space, showing the Western Hemisphere. The Americas are visible on the left, with North America's landmasses in shades of green and brown, and the surrounding oceans in deep blue. The Atlantic Ocean dominates the center of the frame. The right side of the image shows the eastern coast of Africa and parts of Europe. The Earth's curvature is clearly visible against the black background of space, which is sparsely populated with small white stars.

...because now the world is our classroom.

The world doesn't care what you

KNOW

What the world cares about is what

YOU DO

with what you know

Tony Wagner

Innovation Education Fellow,
Technology & Entrepreneurship Center,
Harvard

Cambridge, USA



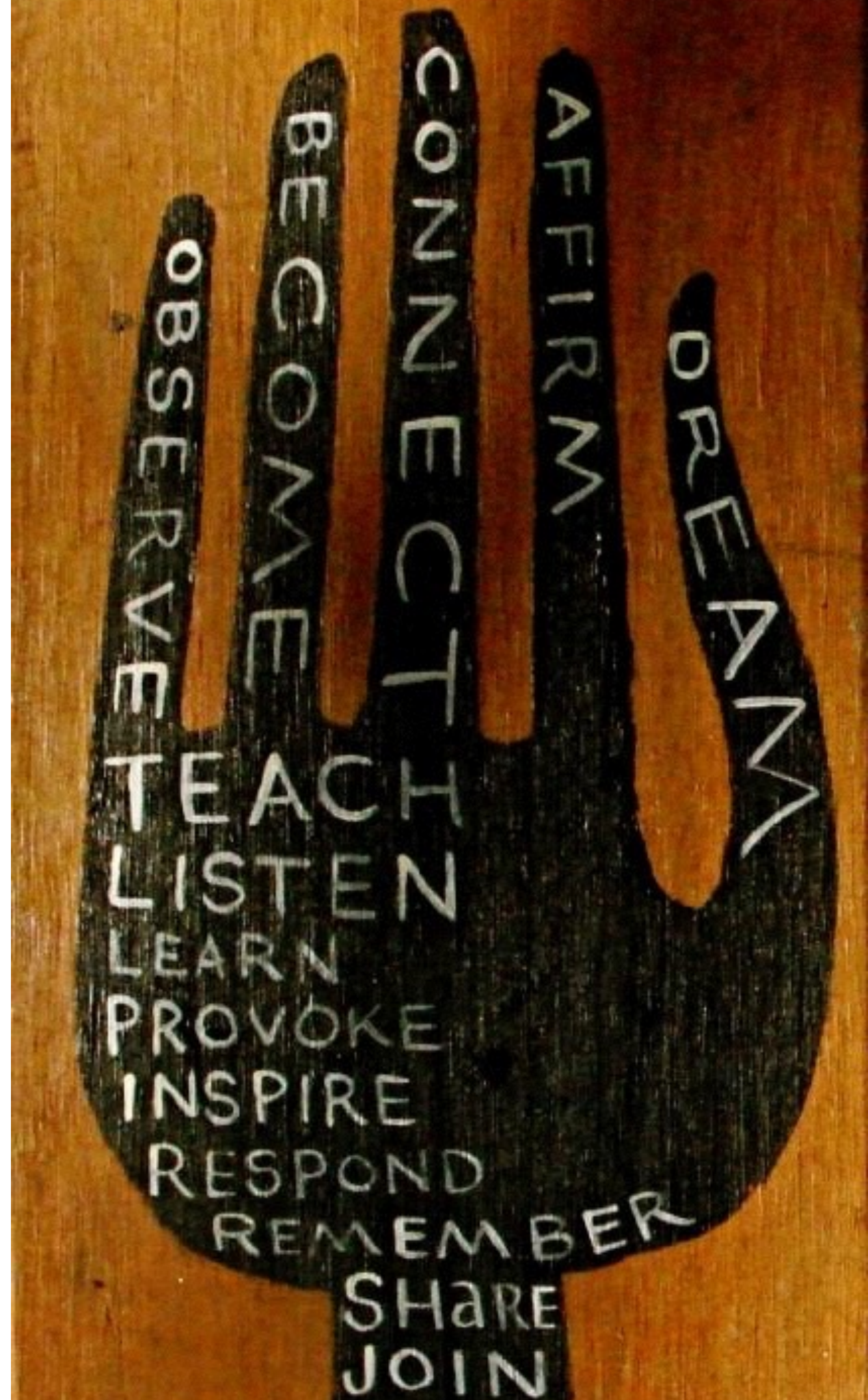
7 Survival Skills

- Critical Thinking & Problem Solving
- Collaboration Across Networks & Leading By Influence
- Agility & Adaptability
- Initiative & Entrepreneurship
- Effective Oral & Written Communication
- Accessing & Analyzing Information
- Curiosity & Imagination



Unpack, Expose, Identify, Stick!

1. Critical Thinking & Problem Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility & Adaptability
4. Initiative & Entrepreneurship
5. Effective Oral & Written Communication
6. Accessing & Analyzing Information
7. Curiosity & Imagination



FAILURE

Because no one really
talks about it!

Tags: EPIC FAIL, discussion, sharing,
personal failure, collective failure,
dealing with failure, learning,
dynamics of failure

@3en - ben m
Ben

☐ Basic
☐ Intermediate
☐ Advanced

☐ Technical
☒ Non-tech
☐ Social media
☒ Other

Interested!

|||||

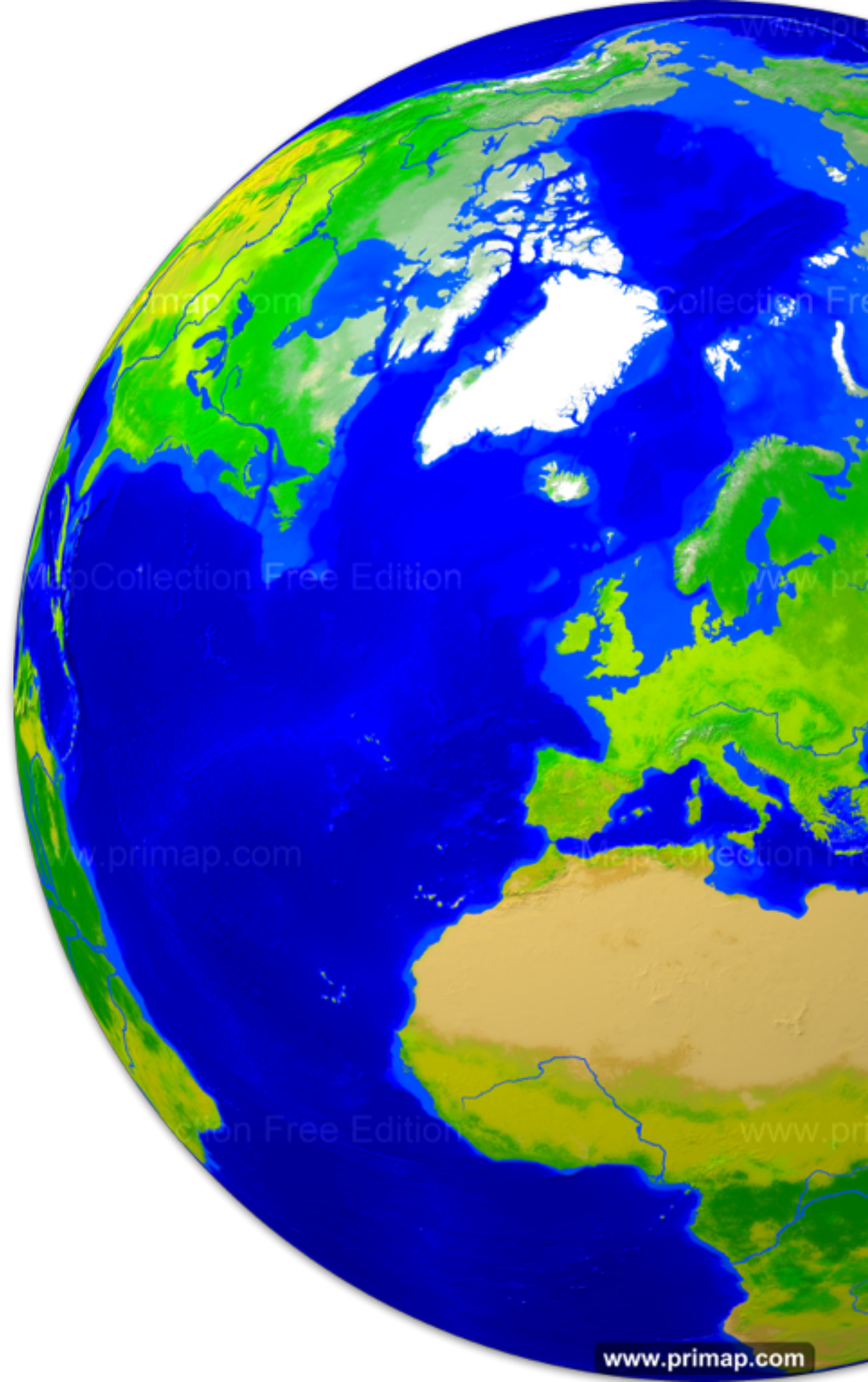
FAIL

FALL

epic

Making It Matter...

“...the most successful students are those who feel real “ownership” of their education.”



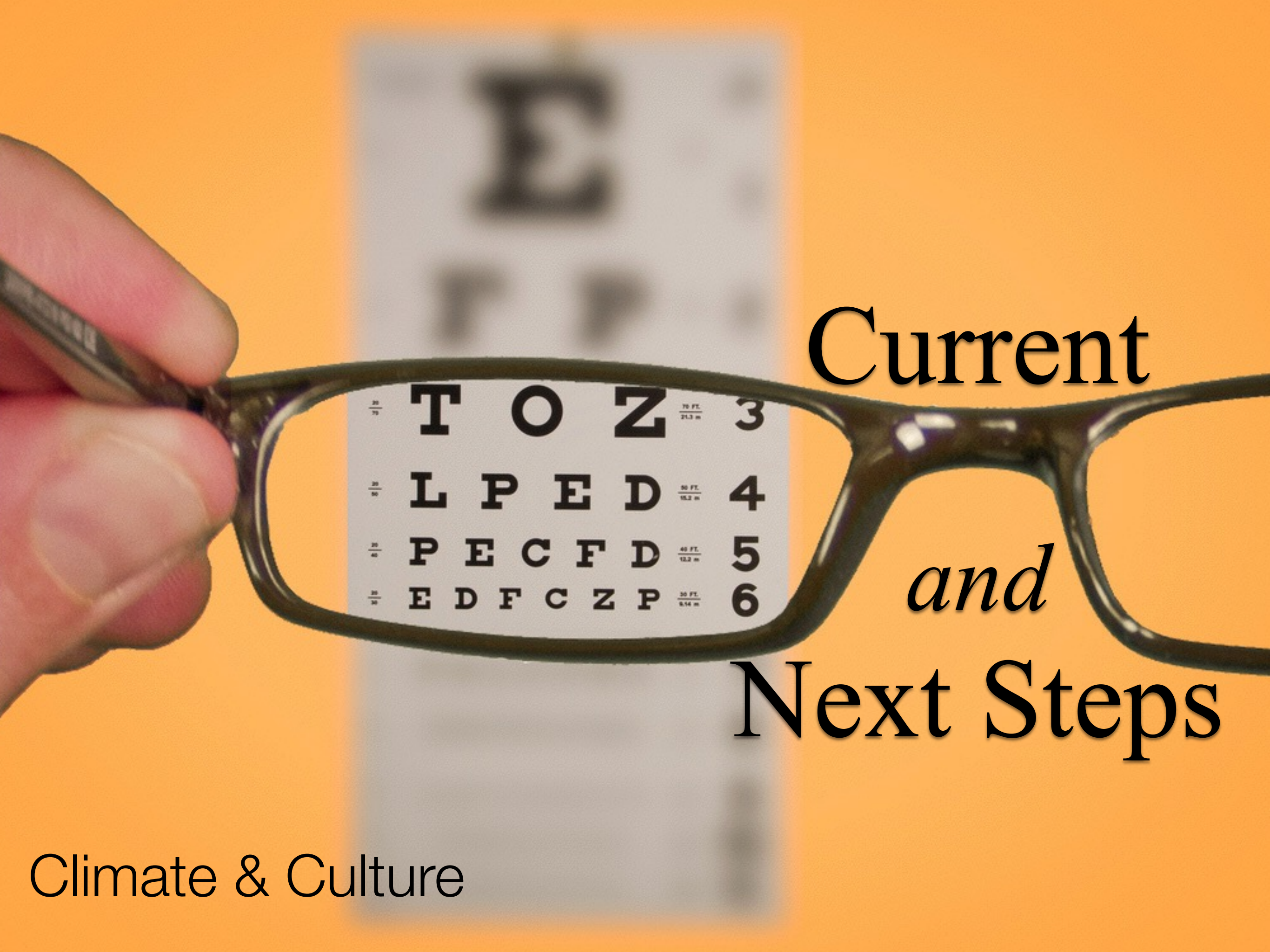


Then & Now...

As learning leaders...

*how are we **modeling** our
continuous learning in our
own professional practice?*





Current

and

Next Steps

Climate & Culture



You, as a learner...

What motivates you to learn?

What must you have in order for your learning to be successful?

What causes you to pay attention, even if the topic you are studying is not your favorite?

What makes you shut down?



How can we create/avoid those conditions in our classrooms?





"I am still learning."
-Michelangelo, age 87

Contrasting Climate with Culture

CLIMATE (*mood*)

CULTURE (*personality*)

Monday versus Friday —————> Gives Mondays permission to be miserable

Attitude or mood of the group —————> Personality of the group

Provides a state of mind —————> Provides a (limited) way of thinking

Flexible, easy to change —————> Takes many years to evolve

Based on perceptions —————> Based on values and beliefs

Feel it when you come in the door ———> Members cannot feel it

Is all around us —————> Is part of us

The way we feel around here —————> The way we do things around here

First step to improvement —————> Determines if improvement is possible

It's in your head —————> It's in your head

Big, beautiful windows...any fresh air?



Constructing A Culture of Learning Relationships:

Learn By Doing

Technology As A Building Material

Shoot for Hard Fun

Learn to Learn

Take Time

Embrace Failure

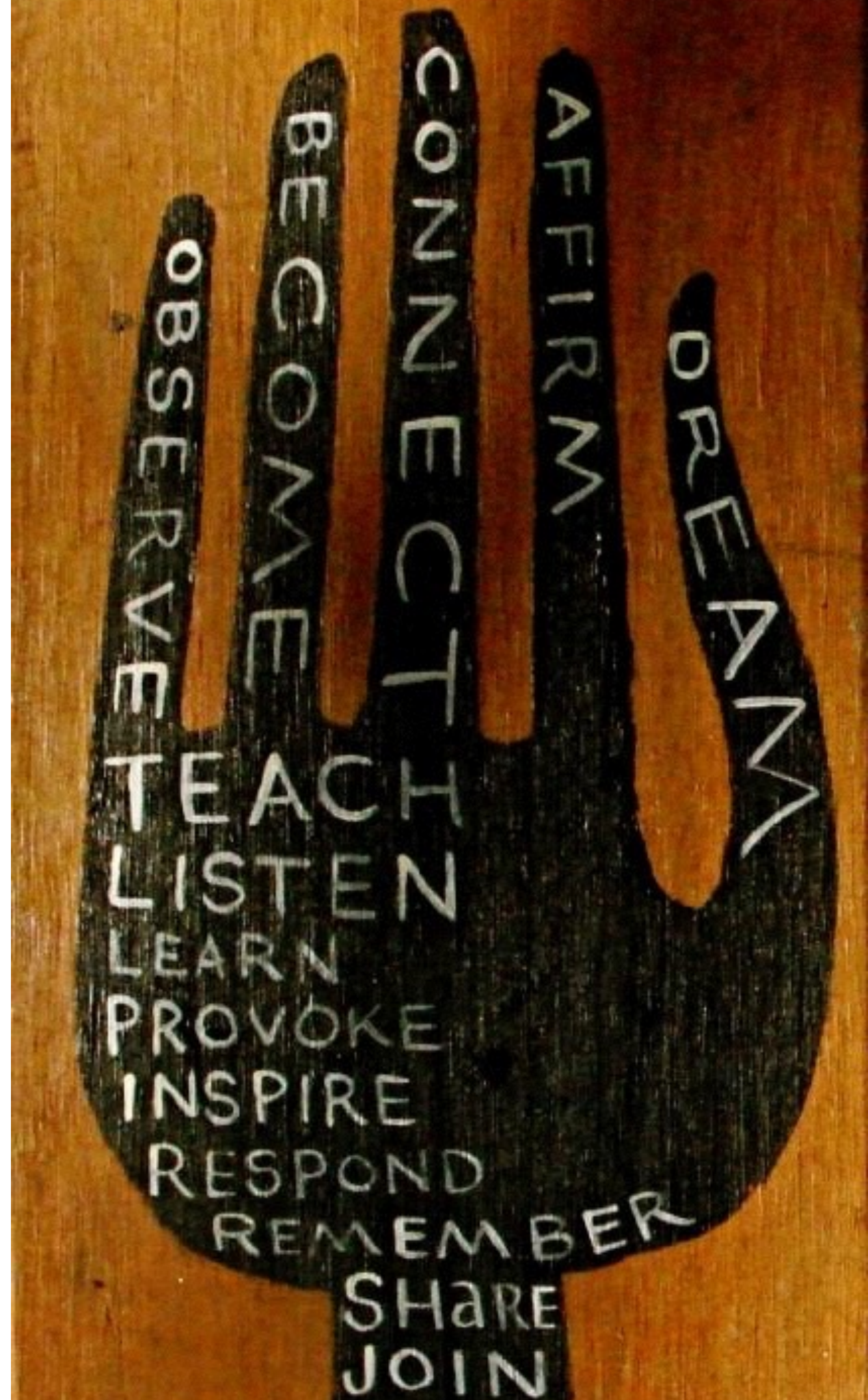
Do Unto Others...

Digital World

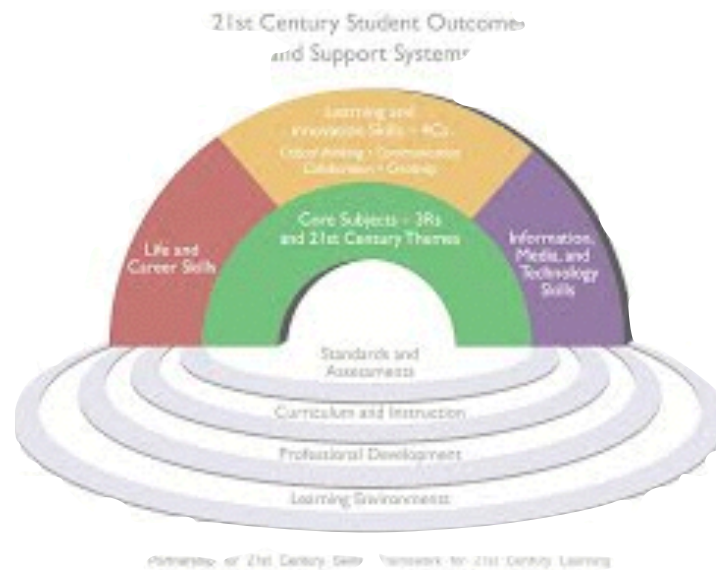
We Create...

Smaller Skills...

- Critical Thinking & Problem Solving
- Collaboration Across Networks & Leading By Influence
- Agility & Adaptability
- Initiative & Entrepreneurship
- Effective Oral & Written Communication
- Accessing & Analyzing Information
- Curiosity & Imagination



Engage



Guardrails

to self-direction & learning to learn

We're learning with...

Today ◀ ▶ Tuesday, June 25

ISTE, TX (NL)

Tuesday, June 25

Atlanta, GA

Thursday, July 11

Events shown

in time zone:

Eastern Time



edit navigation

1. Task Definition / Questioning

What do I need to do? or What question(s) do I need to answer?

- Define the problem, challenge, or question
- Identify information needed to solve the problem, challenge, or question

2. Strategies / Planning

What method(s) or resource(s) can I use?

- Determine the range of possible methods or resources (brainstorm)
- Evaluate the different possible methods or resources
- Select the best method(s) or source(s)

3. Information Gathering

How can I gather the information? Where can I find these resources?

- Gather source(s)
- Find information within source(s)

4. Use of Information

What can I use from these resources?

- Read, listen to, watch, observe, or touch the information in a source
- Extract relevant information from source(s)

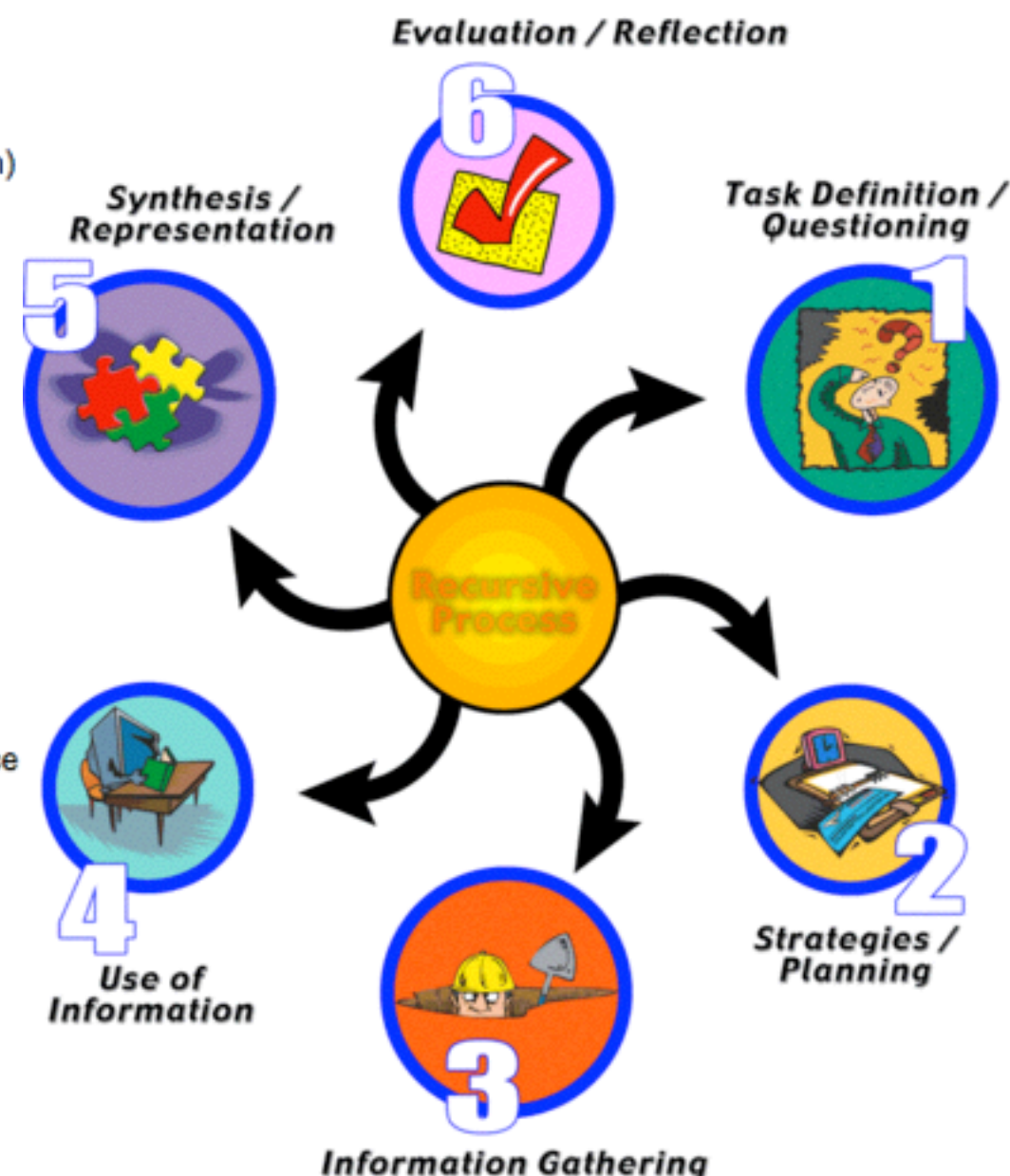
5. Synthesis / Representation

How can I organize & show what I've learned?

- Sort, sift, and analyze information from source(s)
- Make connections
- Present (or represent) the information

6. Evaluation / Reflection

How will I know I did my job well?



<http://balancedtech.wikispaces.com/Inquiry>

Inquiry & Problem-Solving

Developing Capacity

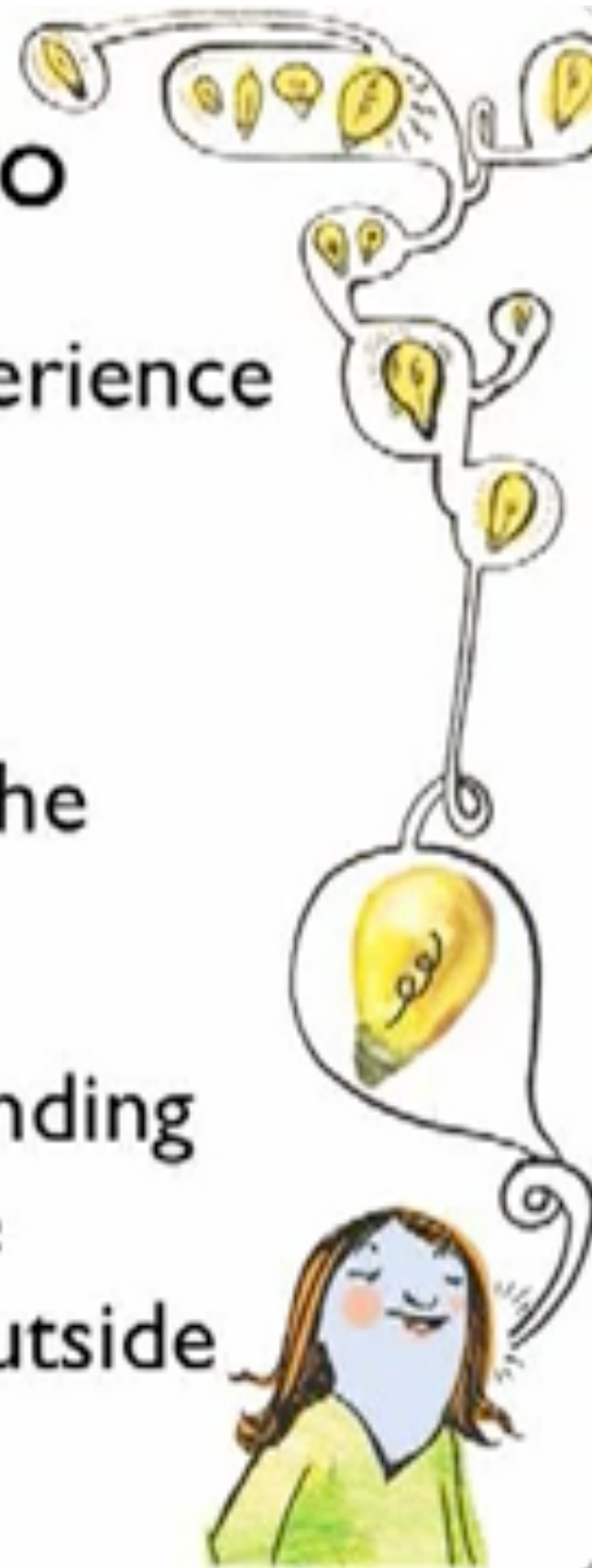


Learning Manifesto

Learning occurs when a new experience makes connections to existing knowledge.

Learning cannot be delivered to the learner.

The best way to ensure understanding inside your head is through active construction of sharable things outside your head.





STEM & Challenge-based Learning

- effective communication
- high productivity
- digital-age literacy
- inventive thinking



Skype Station



Peer Consultant



Lego Design Expert

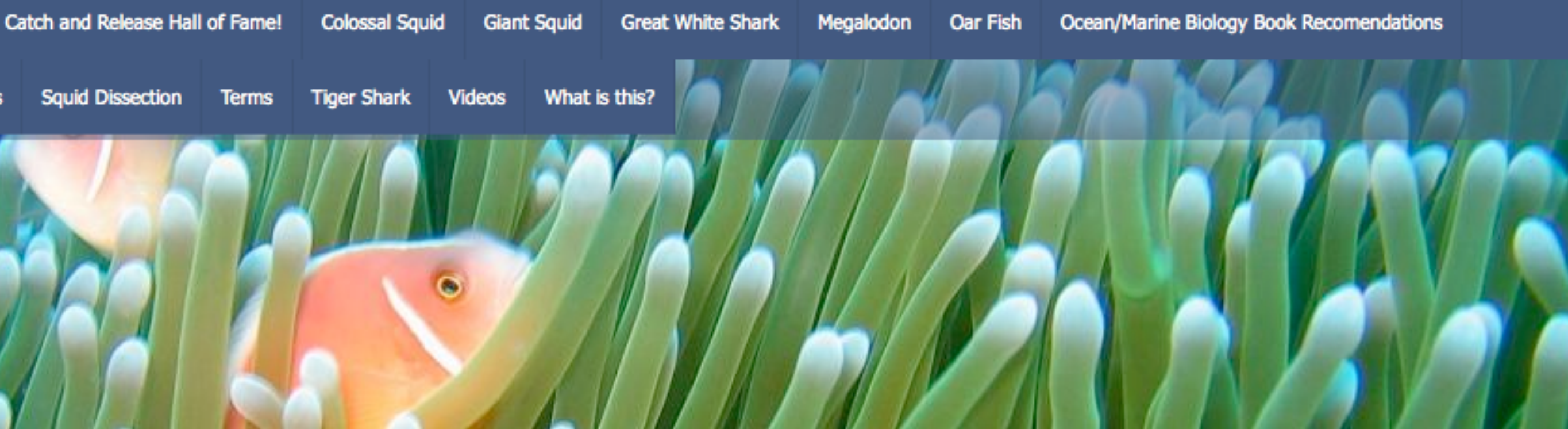


Student-Led Skype

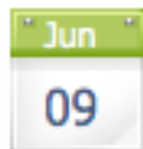
Relatives Network



photo by s.wilkie, 2011



Search:



LIVE Dog Fish Dissection

Filed Under (**Uncategorized**) by **9ar02bcs**

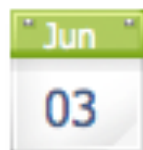
There will be a LIVE dog fish dissection today at 5:15 pm today done by me and Andy go to <http://www.ustream.tv/channel/thebubble175> to watch it.

The web address changed but the time and date didn't.

Hope you can watch!

Post a Comment

(0) Comments [➔ Read More](#)



We Show!

Filed Under (**Uncategorized**) by **9ar02bcs**

Blogroll

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- ▶ [Catch and Release Hall of Fame!](#)
- ▶ [Colossal Squid](#)
- ▶ [Giant Squid](#)
- ▶ [Great White Shark](#)
- ▶ [Megalodon](#)
- ▶ [Oar Fish](#)

Science Workshop

Algebra I - Class Notes: **Variables & Expressions**

Ms. Hutchison, 3rd Period

date:

Collaborative Notes

Notes Matthew	Examples Courtney	Questions Brennen
<p>In the algebraic expression, lw, the letters l and w are called variables.</p> <p>In algebra, a variable is used to represent unspecified numbers or values.</p> <p>Any letter can be used as a variable. The letters l and w are used above because they are the first letters of the words length and width.</p> <p>In the expression lw, l and w are called factors, and the result is called the product.</p>	<p>Turning words into algebraic expressions:</p> <p>"Four more than a number"</p> <p>The words "more than" mean addition, so...</p> $n + 4$ <p>"The difference of a number squared and eight"</p> <p>The word "difference" means subtract, so...</p> $n^2 - 8$	<p>What's the difference between an expression and an equation?</p> <p>Why is it called a variable?</p> <p>Do expressions have to have a variable?</p> <p>Does an expression have a solution?</p>



Search



Have



5th/6th grd learners 56@thinkers

1 Dec

@NASA This is a question that i was hoping you could answer for me! Why can't we feel the earths rotation? PLease try to answer!

Details



NASA
@NASA

 Follow

@56thinkers Because you, your desk, your building, etc. are all spinning with the Earth at the same speed. We can't feel fixed rate rotation.

 Reply  Retweet  Favorite

6:20 AM - 1 Dec via SocialEngage · Embed this Tweet

56Thinkers

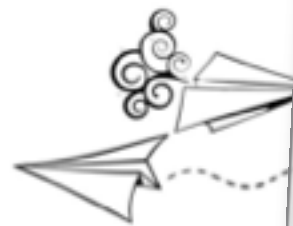
<http://bit.ly/56nasa>

NASA's mission is to pioneer the future in space exploration, scientific discovery and aeronautics research.

To do that, we have worked around the world -- and off of it -- for more than 50 years, searching for answers to fundamental questions about our place in the universe. We're exploring space and discovering Earth. Join us for this exciting and important journey.

MultiModal Lab Reports

☆ testplane



Investigation

Investigative Question:

Which paper airplane will stay aloft for the longest time?

Prediction:

please include your rationale

1. team member 1
2. team member 2
3. team member 3
4. team member 4 (if necessary)



Materials:

- please post your materials



Procedures:

- please post your procedures, *in order*.

Investigative Question:

Which paper airplane will stay aloft for the longest time?

Prediction:

please include your rationale

1. Shelby thinks that plane # 1 will go the farthest and stay in the air the longest
2. Brendan thinks that plane # 2 will go the farthest and stay in the air the longest
3. Mr. Berg thinks that plane #3 will stay in the air the longest but that it will be the most difficult to make
4. Shells asked which plane we would like to ride on and said that she would like to ride on plane #1 because it looks like a frog.



Materials:

00:00 00:00



Procedures:



Investigative Question:

Which paper airplane will stay aloft for the longest time?

Prediction:

please include your rationale

1. Sarah: Plane Happiness
2. Grace: Plane Happiness
3. Mrs. Danforth: Plane Peace



Materials:



Procedures:

Teachers as Model Learners...

TWITTER CHAT

Interactive conversation
at a specific time on
Twitter, usually
covering a specific topic
using a hashtag.

#lrnchat

#edchat

#getrealchat



Twitter:
A Learning
Tool



How Does The World Work?

about

15
Jun

end to current events (freedom of religion to human rights)

By hsw2 0 Comments

Categories: Uncategorized

Tags: hsw2

Throughout this year, I have done so many things related to issues presented throughout the world. In the beginning, it was Freedom of Religion, learning and researching about how the world views and respects or disrespects freedom of religion. In the end, I've found that although many tallies have been made on each side of the perspective chart, no one can ever truly tell how the world values religion in an overview. My next topic was just odd jobs; random work connected to themes or countries that filled in part of the big picture. I learned about many different countries, from Nigeria to Italy. The topic that I chose with my group for the last unit was Human rights. Gay rights, Freedom to be Equal, the right to privacy, all of those came in play. Closing out, I'm now more knowledgeable than I was before, even though I will always have more to learn.

Signing off,

HSW2

12
Jun

obama's reply to my letter

By mww1 0 Comments

Categories: Uncategorized

June 9, 2011

Dear Friend:

June 2011
May 2011
April 2011
March 2011
February 2011
January 2011
December 2010
November 2010
October 2010
September 2010
August 2010

admin

Log in

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clustmap



bcs

Class Bookmarks

Current Events Wiki Page

Global Voices

recent comments

bam2 on Immigration and Birthright

<http://blogs.birmingham.k12.mi.us/whitmer/>

How The World Works - Draft Blog - ATW2

Student Driven Research

What types of music are common around the world? Which are unique to certain regions and why?

11/25/12

Last January, a punk band named Pussy Riot performed a song ridiculing then Russian Prime Minister Vladimir Putin. The feminist punk group was arrested in Moscow's Red Square after the offensive (in Putin's view) song. A lawyer for two Pussy riot band members said they have been transferred to prison colonies hundreds of miles away. The arrest and trial of the women has drawn the ire of international human rights and free-speech advocates. Russian Prime Minister Dmitry Medvedev says that three jailed members of Pussy Riot should go free.



11/25/12 Opinion

In my opinion I can see why the band got arrested in Moscow's Red Square. In the U.S. you could ridicule the president and not get arrested. In Moscow you couldn't. But why could we ridicule the president and they can't.

11/11/12

- Pussy Riot performed a song ridiculing Prime Minister Vladimir Putin
- The feminist punk group were arrested in Moscow's Red Square
- Lawyer for two Pussy riot band said they have been transferred to prison colonies hundreds of miles away
- The arrest and trial of the women has drawn the ire of international human rights and free-speech advocates
- Russian Prime Minister Dmitry Medvedev says Three Jailed members of Pussy Riot should go free

11/11/12

- Russia's Medvedev Says Female Punk Rockers Should Go Free - <http://www.npr.org/blogs/thetwo-way/2012/09/12/161016184/russian-medvedev-says-female-punk-rockers-should-go-free>
- Pussy Riot Members Transferred To Prison Colonies - <http://www.npr.org/templates/story/story.php?storyId=163380628>
- In Russia, Punk-Rock Riot Girls Rage Against Putin - <http://www.npr.org/2012/02/08/146581790/in-russia-punk-rock-riot-girls-rage-against-putin>

Reaching Out

Canada

- [CBC](#)
- [Google Canada Edition](#)
- [NPR search for "Canada"](#)
- [Macleans](#)
- [Globe and Mail Newspaper](#) (Toronto)
- [Vancouver Sun Newspaper](#)
- [Montreal Gazette](#)
- [Ottawa Citizen](#)

[Google News](#) - links to other sources

[Try a different region](#)

[Agence France-Presse](#)

[Al Jazeera English](#)

[BBC](#)

Blogs (none of these are great, but try [Google Blog Search](#), [Blog Pulse](#), [Blog Lines](#))

[Bloomberg](#) (primarily financial)

[CNN International](#)

[Colbert Report](#) (not usually international)

[Daily Show](#) (not usually international)

[Detroit News](#)

[Fox News International](#)

[Detroit Free Press](#)

[GlobalVoices](#)

[MSNBC](#)

[Newseum](#) (then sort by region)

[NPR](#)

[NY Times](#)

[PBS](#)

[Reuters](#)

[Time For Kids](#)

Never Seconds

unexpected learning

Eating batteries

Not me, my camera! My best laid plans to take a photo of my school lunch everyday was ruined by a battery eating camera. So no pic of my Shepherd's pie. Tomorrow I hope normal service will resume and I will begin my blog properly, no more false starts!

Every post will have a pic and a list!

Food-o-meter- Out of 10 a rank of how great my lunch was!

Mouthfuls- How else can we judge portion size!

Courses- Starter/main or main/dessert

Health Rating- Out of 10, can healthy foods top the food-o-meter?

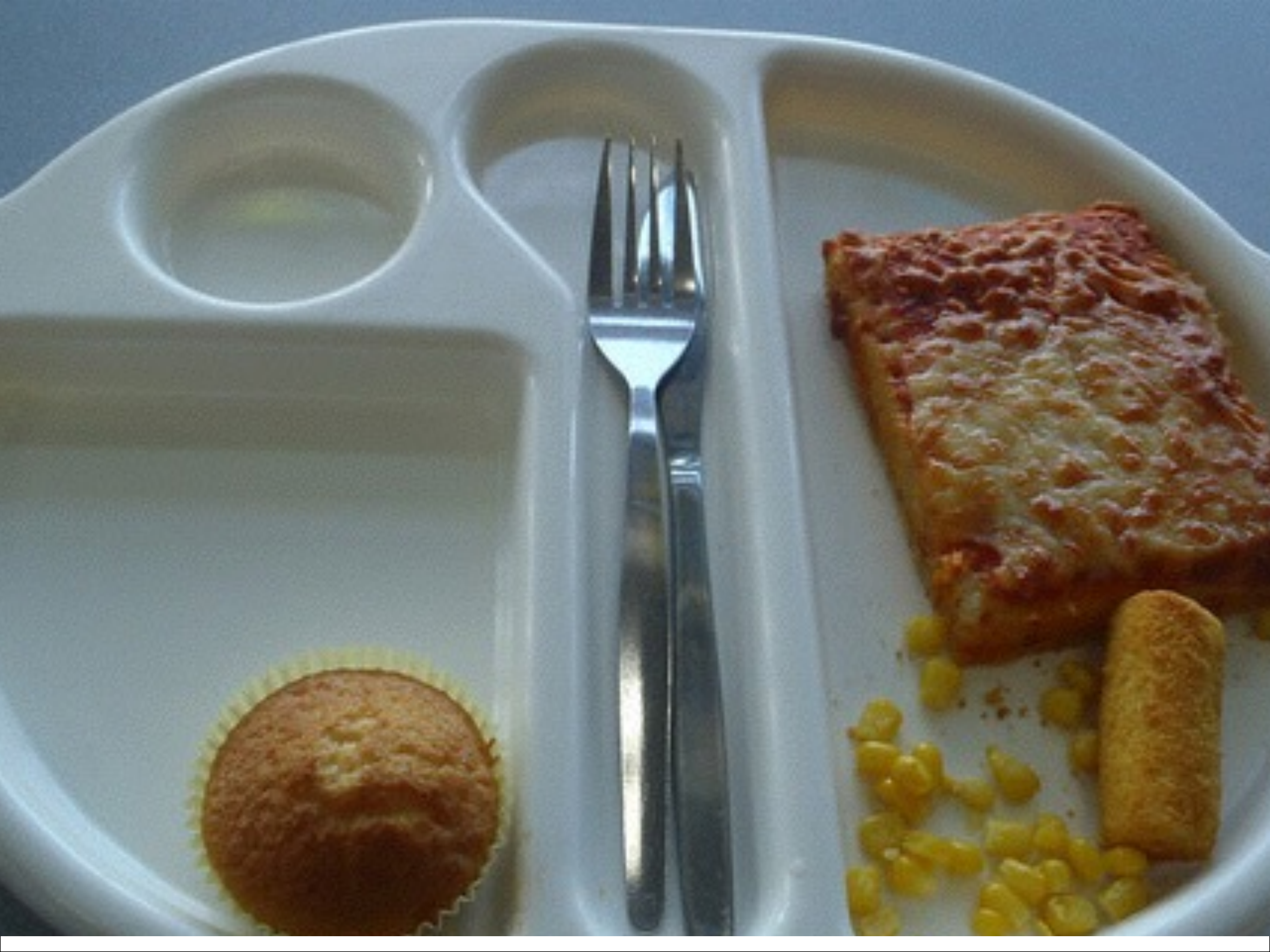
Price- Currently £2 I think, its all done on a cashless catering card

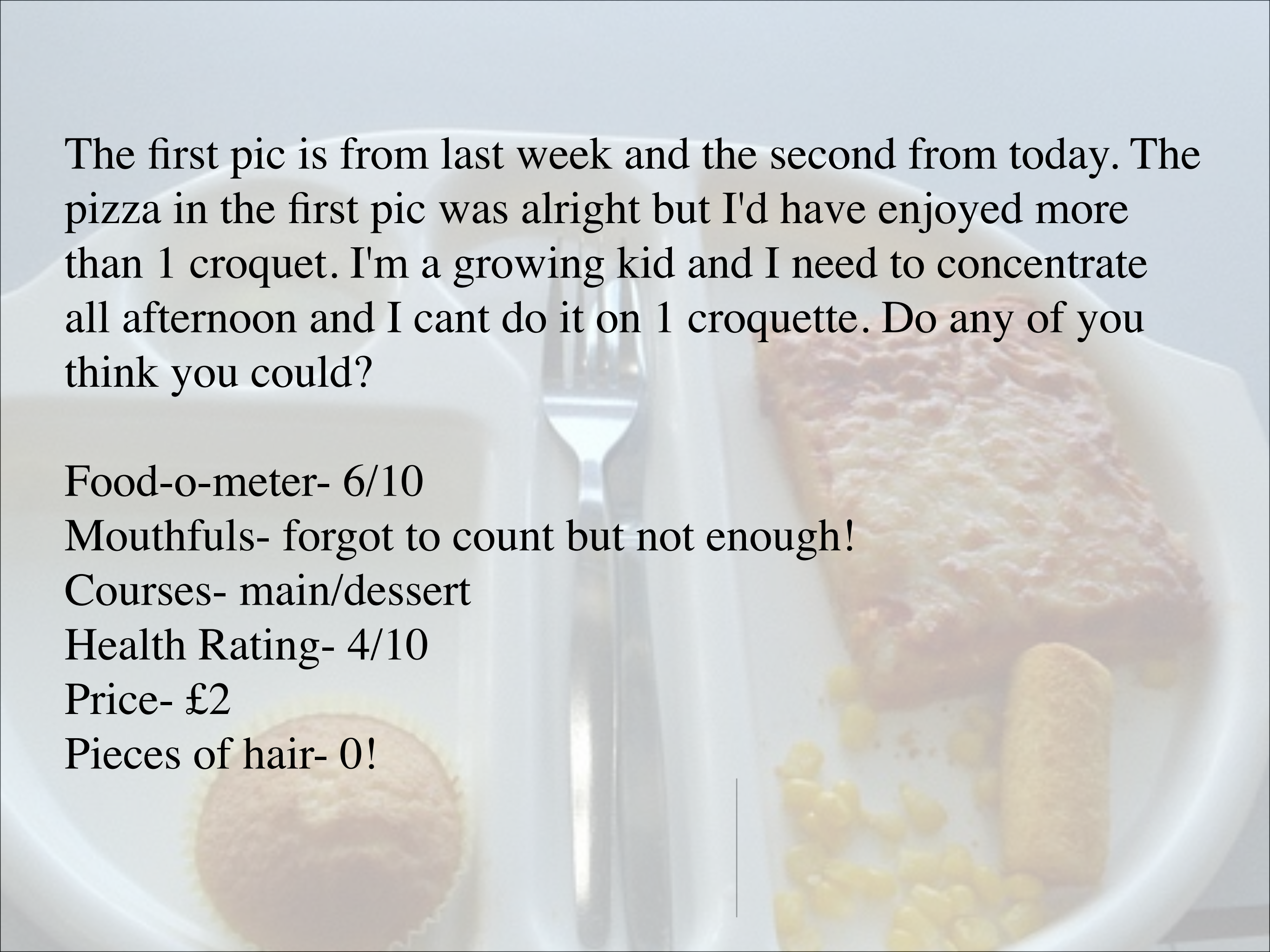
Pieces of hair- It wont happen, will it?

Now I really am looking forward to lunch tomorrow,

VEG

Posted by [VEG](#) at 16:47 [83 comments:](#)



A white plate with a silver fork. On the plate are two cookies: a round one on the left and a rectangular one on the right. There are also some yellow crumbs scattered on the plate.

The first pic is from last week and the second from today. The pizza in the first pic was alright but I'd have enjoyed more than 1 croquet. I'm a growing kid and I need to concentrate all afternoon and I cant do it on 1 croquette. Do any of you think you could?

Food-o-meter- 6/10

Mouthfuls- forgot to count but not enough!

Courses- main/dessert

Health Rating- 4/10

Price- £2

Pieces of hair- 0!





With my hot-dog I had sweetcorn which had some brown bits which I didn't eat but Dad says that's perfectly normal and how the plant grows. I love sweetcorn because I know the plants grow taller than Dad and he's really tall. I had 2 croquettes which are mashed potato in breadcrumbs but i am not sure how they are cooked. I was going to have pineapple but I didn't to make sure I could finish everything and go back for fruit which was melon today. I don't think my ketchup counts as one of my 5 a day!

Food-o-meter- 9/10

Mouthfuls- 37

Courses- main/dessert

Health Rating- 8/10

Price- £2

Pieces of hair- 0







I would have chosen Glenview food over mine today and eaten everything!



Today I have been sent lots of photos from America. This one was sent in by Kimberley who works in the Glenview school district, near Chicago, Illinois. Dad timed me to find Chicago on the globe and it took me 48 seconds but it was not fair as I was looking for it spelt SHicago.

Goodbye.

This morning in maths I got taken out of class by my head teacher and taken to her office. I was told that I could not take any more photos of my school dinners because of a headline in a newspaper today.

I only write my blog not newspapers and I am sad I am no longer allowed to take photos. I will miss sharing and rating my school dinners and I'll miss seeing the dinners you send me too. I don't think I will be able to finish raising enough money for a kitchen for Mary's Meals either.

Goodbye,
VEG

Hi,
Veg's Dad, Dave, here. I felt it's important to add a few bits of info to the blog tonight. Martha's school have been brilliant and supportive from the beginning and I'd like to thank them all. I contacted Argyll and Bute Council when Martha told me what happened at school today and they told me it was their decision to ban Martha's photography.

It is a shame that a blog that today went through 2 million hits, which has inspired debates at home and abroad and raised nearly £2000 for charity is forced to end.

Dave Payne
neverseconds@gmail.com

Friday, 15 June 2012

I think you know why I don't have a picture today but I will have on Monday! Thanks to everyone that has helped to get my blog back on track. I would have missed writing it a lot and I'm looking forward to sharing my dinners and yours.

I worried yesterday that I would never reach enough money to buy a [Mary's Meal](#) kitchen in Malawi (31 seconds!) but we have raised a total of [£45,889.46](#) which is more than one kitchen! It could be many kitchens or one kitchen feeding many children for years.

A small thank you isn't enough so here's a big **THANK YOU** to you all!

See you on Monday,

VEG

Posted by [VEG](#) at [21:00](#) [895 comments:](#)

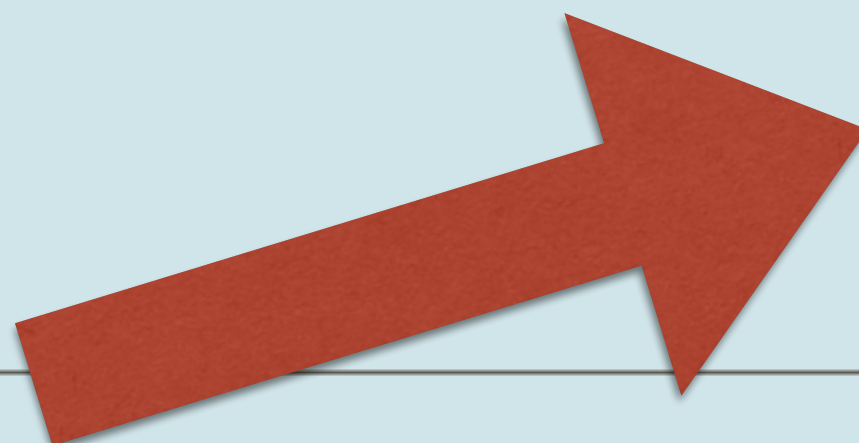


+647 Recommend this on Google

Share this page to show your support:



from NeverSeconds



£130,969.28

raised of £7,000.00
target

7749

donations

Donate

Raising money for

nds.blogspot.co.uk that last year
school and we made felt soaps and
for Mary's Meals enough to feed

ome people have said I am very
of readers have asked how they
n't make enough felt soaps it is



Mary's Meals

Charity Registration No. SC022140

Mary's Meals is an international movement that sets up school feeding projects in communities where poverty and hunger prevent children from gaining an education. The charity now feeds more than 750,000 children every school day and it costs just £10.70 / €12.40 / \$16.80 to feed a child for a year.

Making **THE** Difference

NeverSeconds

"I am a citizen of the world."

One primary school pupil's daily dose of school dinners.

Tuesday, 4 February 2014

10 million!

Wow, 10 million hits! That's brilliant because that's 10 million thinking about kids and food. I am still working away quietly trying to raise money for [Mary's Meals](#). Together we've raised [£131,666.79](#) so far and I know the total is going to jump because last week I got told that Lidl are donating £7500 as part of the Young Fundraiser award and there's a big lump from [my book!](#) Keep an eye on the total to see how much it jumps!

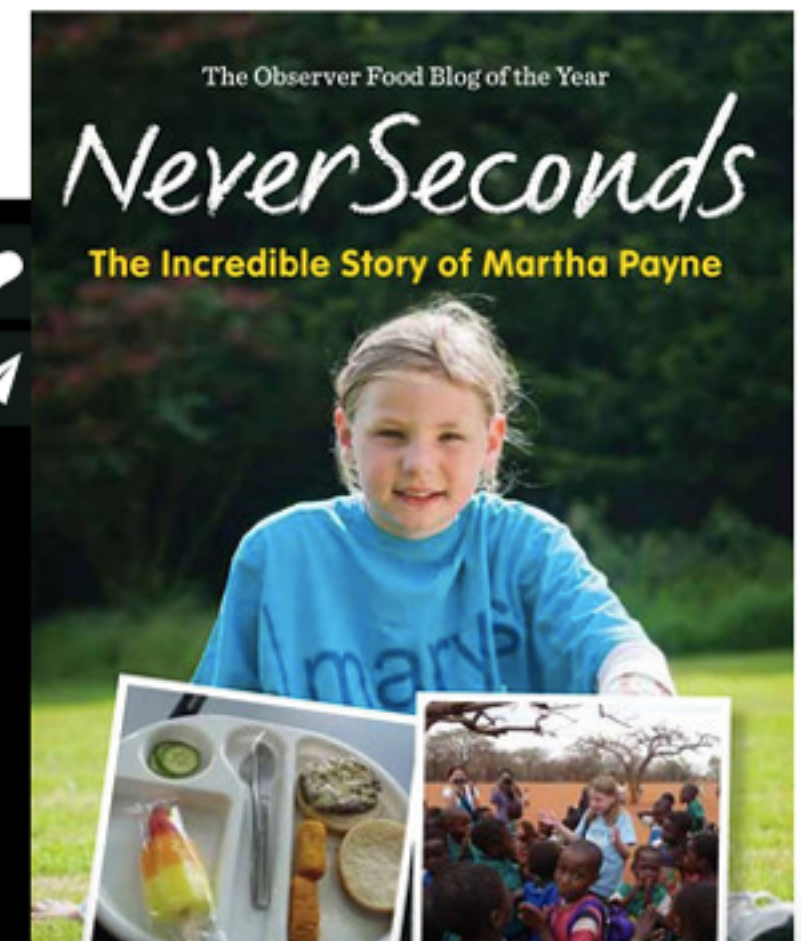
I have been asked to talk at lots of conferences. I find it hard. I always ask my dad to help. Last year I went to Copenhagen to talk at the [MAD food conference](#). It was an amazing experience. It is organised by Renee from Noma and his friends. I learnt loads from the other speakers. Roy Choi spoke about feeding communities in America and I ate food cooked by ladies from a souk in Lebanon cooked by ladies with different religions. When it was my turn to speak every one cheered and my nerves got me.

Mary's Meals



My JustGiving page for Mary's Meals

NeverSeconds



How Does this Transfer
to Professional Learning?



★ Westwood Early Adopters



Edit



10



20



...

Westwood Campus: Early Adopters

Developing the Community & Culture of a Learning Studio

SBISD Core Ideas:

- [Global Communication](#)
- [Information Literacy](#)
- [Student-Owned Learning](#)

Campus Goal:

[Student-Owned Learning](#)

The Lions Den

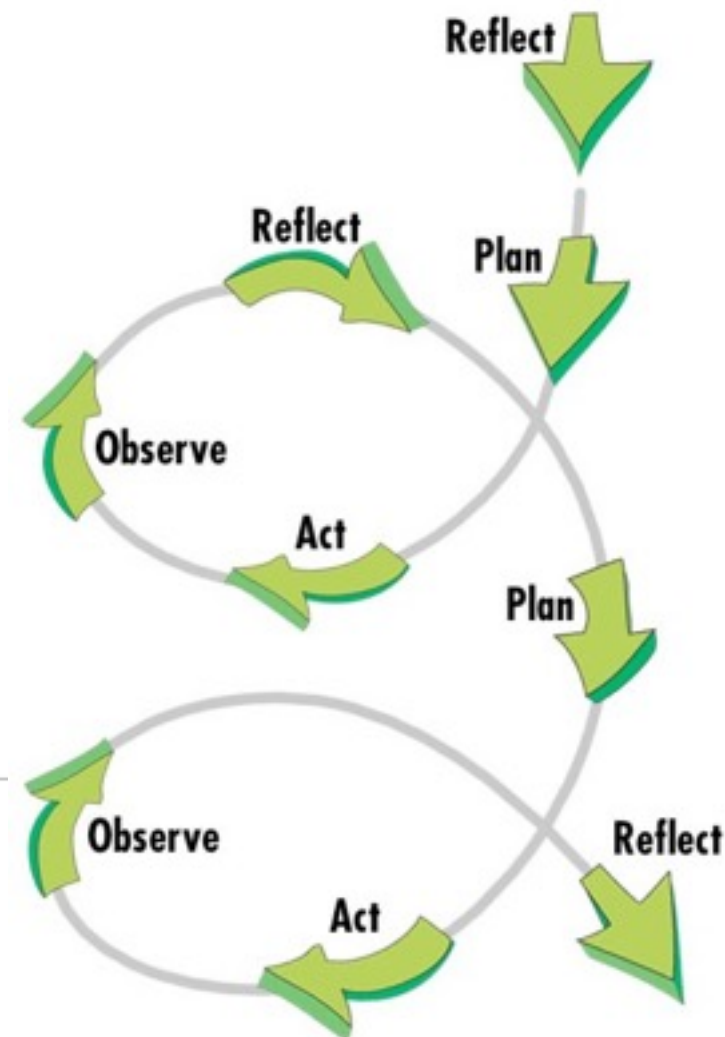
[Our Heavy Lifting and Hot Ideas!](#)

Sharing Our Journey

- [session](#)
- stories (list of pages tagged [wwstories](#))

[Deborah's Journey](#)

[Gena Journev](#)



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home

collaborative sessions

Early Adopters

Incremental or Disruptive?

Pure TX

links

[A Symphony of Learning](#)

[SBISD Coaches Wikispace](#)

[Application of Apps](#)

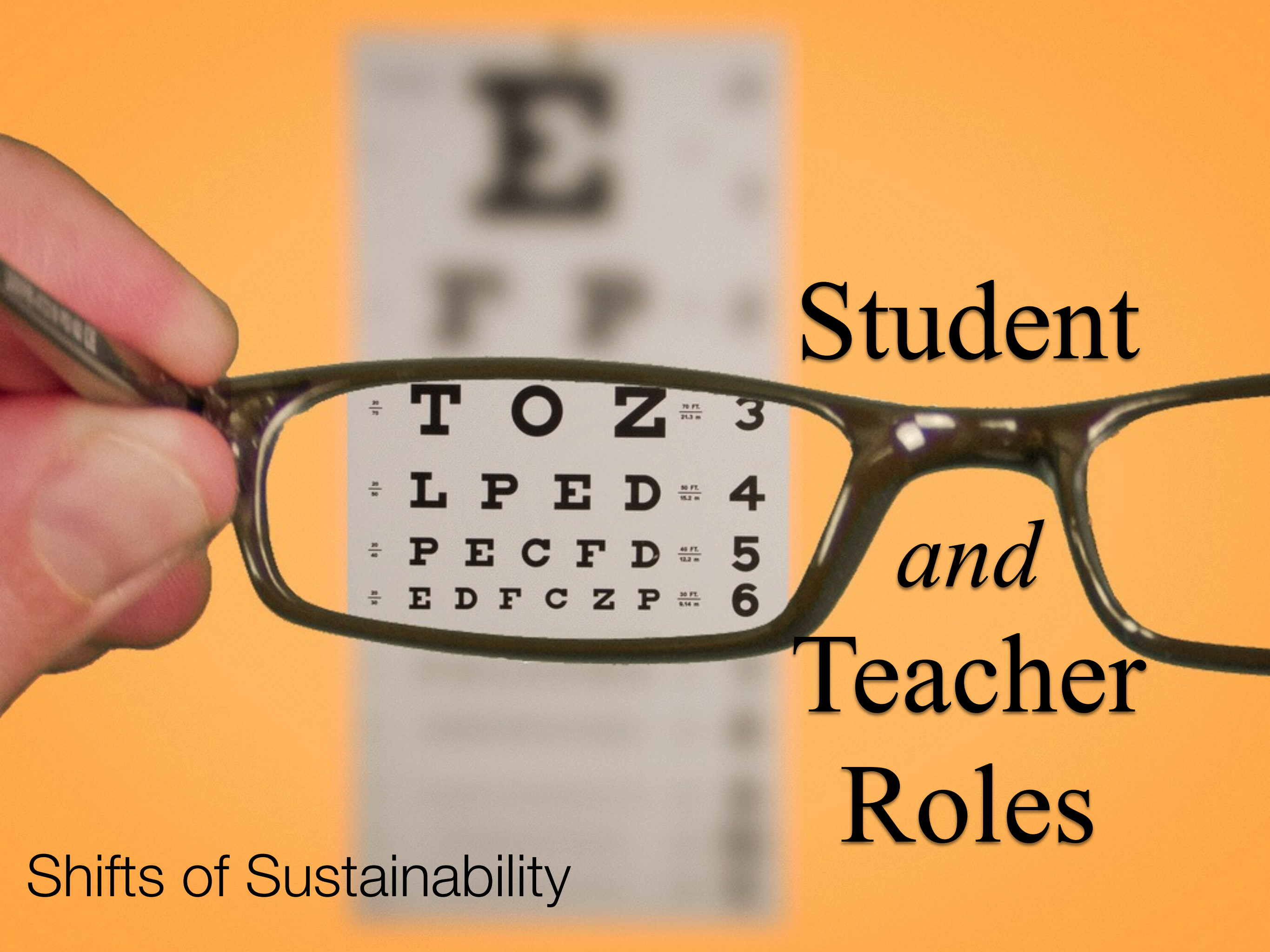
How Does This Transfer to PD?



Culture & Climate

In what ways do our daily practices...interactions, routines, priorities, actions, language, conversations...foster a culture of student ownership and responsibility for learning?





Student

and

Teacher

Roles

Shifts of Sustainability

First One Step...

*Attitude is everything
(...almost)!*



Then MANY more...

*“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot **learn, unlearn, and relearn.**”*

- Alvin Toffler

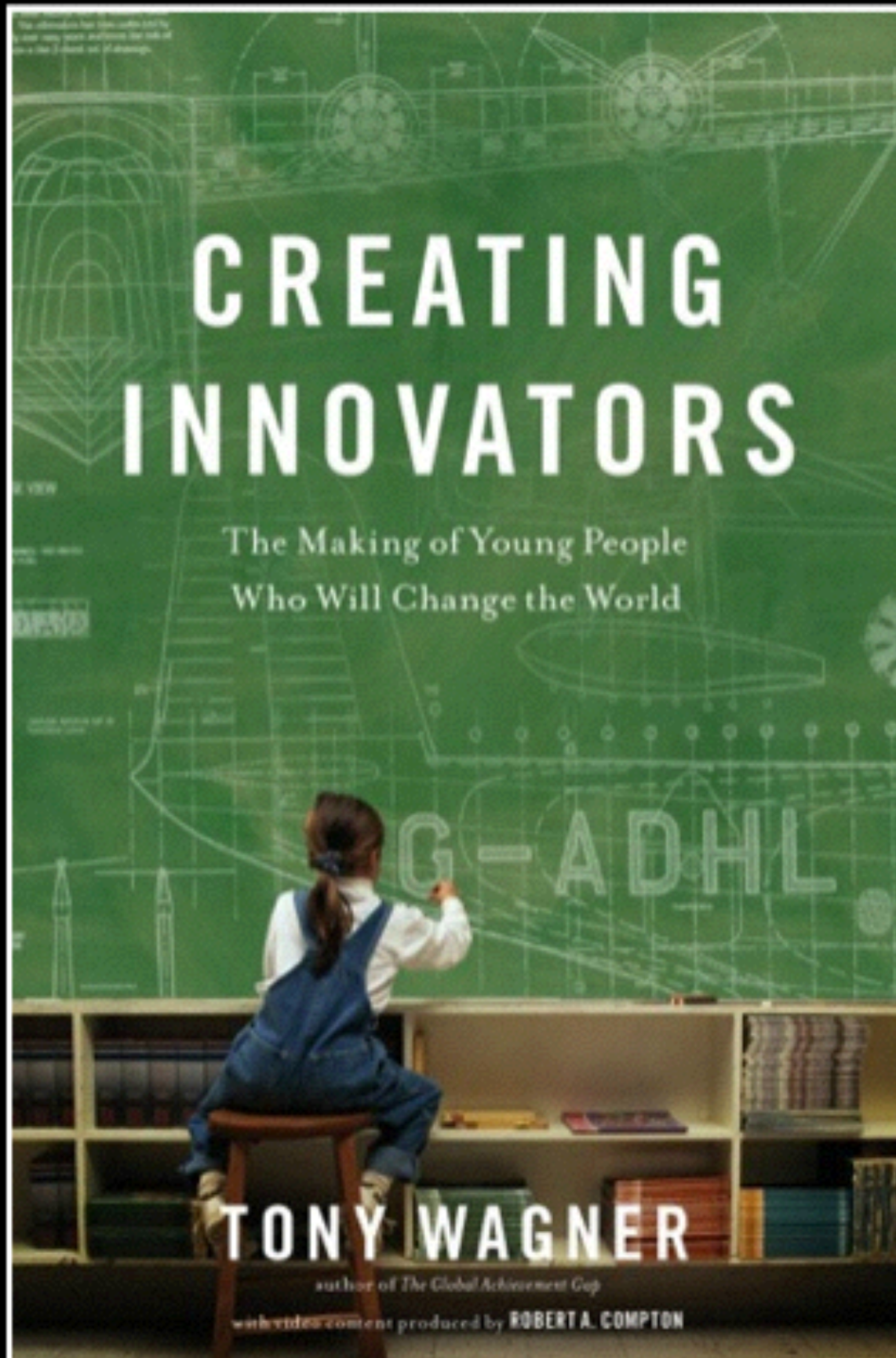


The Heavy Lifting



*“Opportunity is missed
by most people
because it is dressed in
overalls and looks like
work.”*

Edison



“The challenge is to set up systems that allow students to follow their interests. People tend to dichotomize approaches in education: The teacher is either telling students what to do, or standing back and letting them figure it out. I think that’s a false choice:

The issue is not structure versus no structure, but rather **creating a different structure.**”

Guardrails...*a different kind of “structure”*

Documentation & Reflection

Questioning

Feedback

Self Monitoring & Assessment

Goal Setting



Learning How to Learn...

Documentation and Reflection Prompts	
PLANS I / We want to know... I / We want to learn... I / We think... My/Our goals for this project are... I / We don't understand... Here are some questions I / We have... I / We am/are having difficulty with... Here are the parts I / We am/are breaking my/our project into... The steps I / We plan to follow are... I / We can think of different ways to solve this task... What strategies will be useful? What I/we need to do next is ... The "achievement" I am/we are setting is ... I/we will know we have succeeded when ...	WORDS agree analyze apply assess believe because conclude compare conclude connect consequently consider construct critique decide describe develop differentiate discovered discuss edit explain feel figured finding focused
REFLECTIONS - What did you learn about your topic/tool? - What did you learn about yourself? - What did you learn about learning? I/We learned... ... know you learned it? ... as questions)	

Our Connections:

This alarm clock wakes you up with sound and touch. It can be programmed by voice command to poke, push, massage, roll, rock, or nudge you. It can also yell at you or wake you up nicely with voice or various sounds.

Mining the Process:

Please respond to the following with images, audio recordings, and/or text...

- **Technical Challenges:**

We only knew how to have the motor rotate, not lift.

The moving mechanism kept breaking in half as the hand moved because it was weighted evenly.

- **Strategies we tried for working through these challenges:**

We changed how we wanted the ClockHand to work.

We built a steadier car- kept making a new frame.

We didn't quit even though we wanted to quit.

We borrowed and parts from other people/groups.

- **Wrong Turns:**

Making a 3-wheeled car.

- **New/Remaining Questions:**

Is there a way to make a motor go up/down instead of rotating?

Is it a separate kind of motor or the same motor, but programmed differently?

Can you program 2 motors to do 2 different things?.

- **Future Iterations: If you had more time to work on your creation, what would you add? What would you change?**

Mining the Process...

Learning How to Learn....

Questioning

BalanceEdtech.wikispaces.com

R

Recall:

Who is ...?
How did ...?
How many ...?
Where did ...?
What did ...?
What is ...?
When did ...?
Which is ...?



Cause/Effect:

What caused ... ?
What are the effects of ... ?
Why did ... ?
Why do you think ... ?
What would have happened if ... ?
How did ... effect ... ?
(Some statement) Why?
If ... , then



Idea to Example:

What are some examples of ...
Find some examples of ...
Give an example of ...
What kinds of ... ?
Name some ...

Example to Idea:

What kind of person was ... ?
What idea of ... ?

Learning How to Learn...

Mrs. Parkin's Class Discussion Rubric

for use with online & f2f discussions



	Beginner	Growing	Strong	*Talented
First Post	<ul style="list-style-type: none"> Unclear or sketchy post Responds to only a few questions/items Information has little or nothing to do with main topic Information simply restates the main idea Information is incorrect Questions not answered 	<ul style="list-style-type: none"> Responds to some questions/items, but with little information Information relates to the main topic No details or examples Not all questions are answered 	<ul style="list-style-type: none"> Answers all of the questions/items with some information Information is all about the main topic Includes at least 2 supporting details or examples 	<ul style="list-style-type: none">
All Replies	<ul style="list-style-type: none"> It's hard to tell if the comments are meant to be respectful or polite Comments don't have anything to do with the main idea and are not meaningful No suggestions made 	<ul style="list-style-type: none"> Respectful & Polite in most comments Comments and/or suggestions are not specific Some suggestions are about the main idea The reply helps the author edit their post (spelling & grammar help) 	<ul style="list-style-type: none"> All comments are respectful & polite All suggestions are meaningful & critical All comments and suggestions are specific, clear & easy to understand The reply helps the author edit their post (spelling & grammar) The reply helps the author strengthen their post 	<ul style="list-style-type: none">

*Talented – the kids decided the qualities and elements that would move a post or reply to this level would be specific to the assignment. Their idea was to leave

Self Monitoring & Assessment...

Effort and Achievement Rubric

Marzano Effort & Achievement Rubric
(with a tweak)

		Unacceptable (1)	Needs Improvement (2)	Good (3)	Excellent (4)	Score
Effort		<ul style="list-style-type: none">- I put very little effort into the task.- I was easily distracted.- I often distracted others.	<ul style="list-style-type: none">- I put some effort into the task, but I stopped working when difficulties arose.- I was occasionally distracted.- I occasionally distracted others.	<ul style="list-style-type: none">- I worked on the task until it was completed.- I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.	<ul style="list-style-type: none">- I worked hard on the task until it was completed.- I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.- I viewed difficulties that arose as opportunities to strengthen my understanding.- I exceeded the objectives of the task or lesson.	
Achievement	- I did not meet the objectives of the task or lesson		<ul style="list-style-type: none">- I met a few of the objectives of the task or lesson, but did not meet others.	<ul style="list-style-type: none">- I met the objectives of the task or lesson.		

[https://balancedtech.wikispaces.com/
Effort+and+Achievement+Rubric](https://balancedtech.wikispaces.com/Effort+and+Achievement+Rubric)



Roles

*What new or different role(s) do **teachers** play in cultures of continuous learning?*

*What new or different role(s) do **students** play?*

*What new or different role(s) do **campus & Diocese Leaders** play?*



Taking it



to go!

From Here to There...

Questioning Lenses

What Are You Hearing? What Are You Wondering?



Why Bother?



Culture & Climate



Shifts of Sustainability

Then & Now

Current & Next Steps

Student & Teacher Roles

Learning Leaders Student Learning

I Wonder...

Share & Grow your Wonders...

Add any additional questions

Do not stop to answer, judge or to
discuss the questions

Write down every question that
surfaced

Change any statement into a question



Synthesize & Prioritize

Choose three questions that...

- most interest you
- you consider to be the most important
- you want/need to answer first
- will best support your campus goals
- will best help you solve an existing challenge
- other?

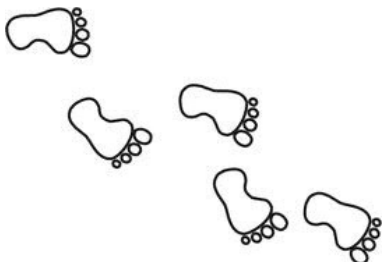


Why those?

Next Steps

Your Space...Your Thinking....

- How will you address or answer your priority questions?
- How will you address remaining questions?



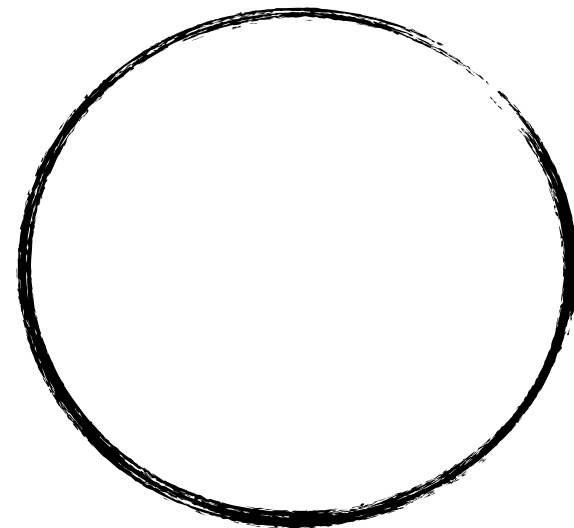
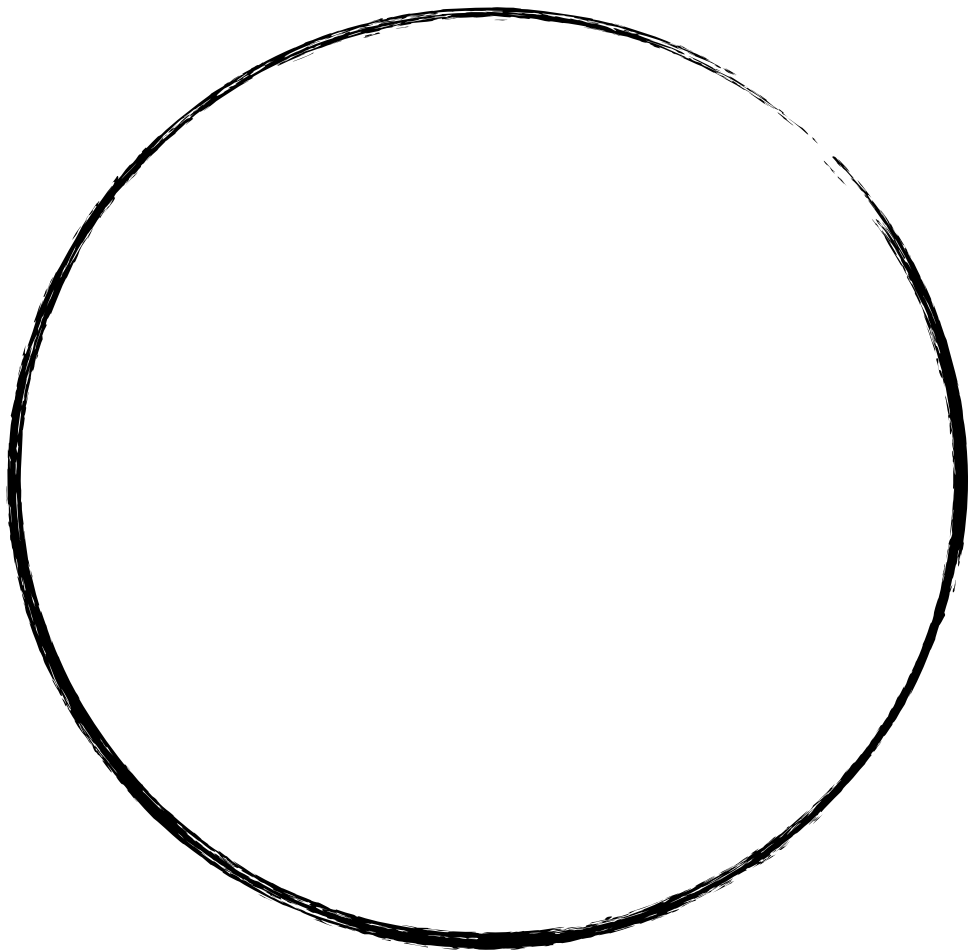
Opportunity

Your personal stretch...

What has **challenged** or **grown**
your thinking?

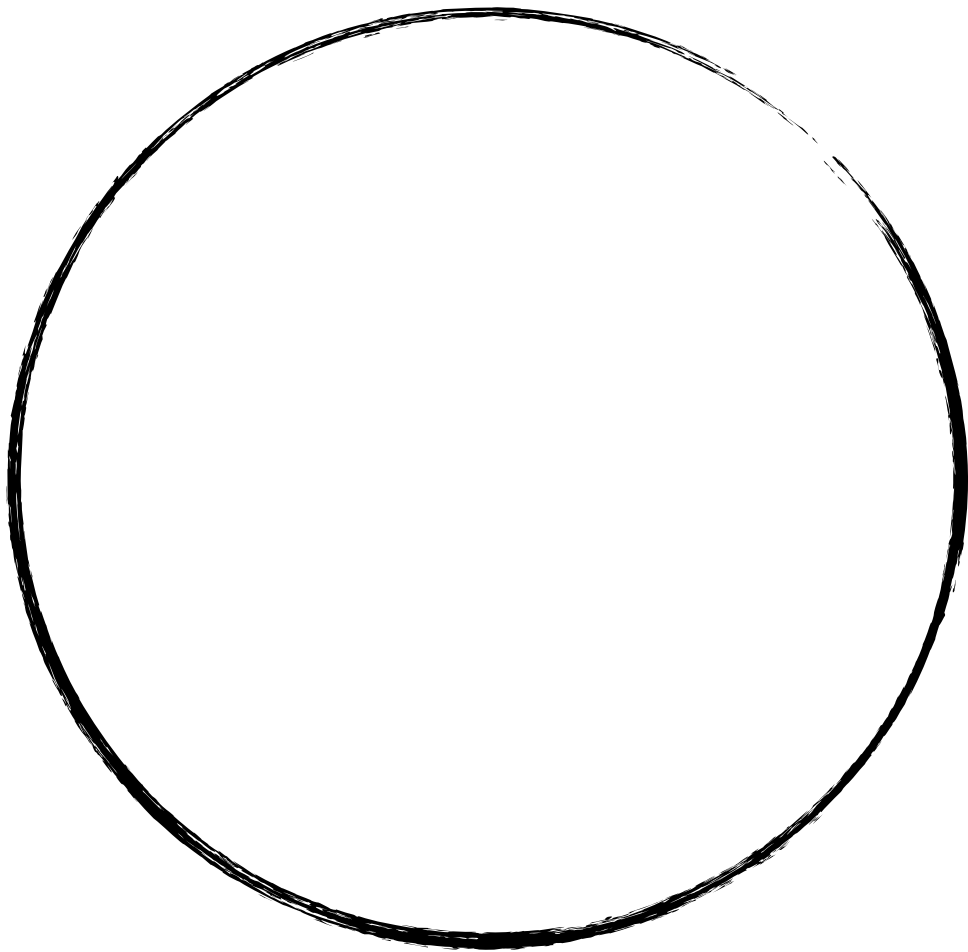
Opportunity

Your personal stretch...

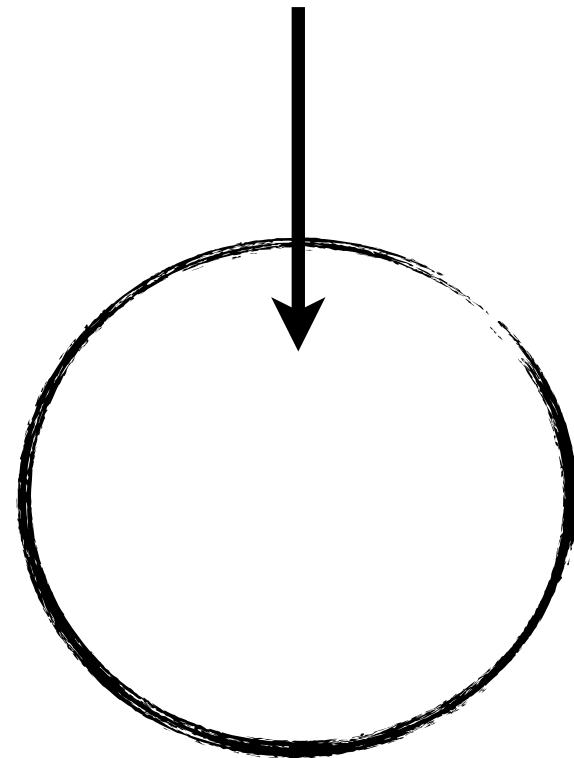


Opportunity

Your personal stretch...



your comfort zone

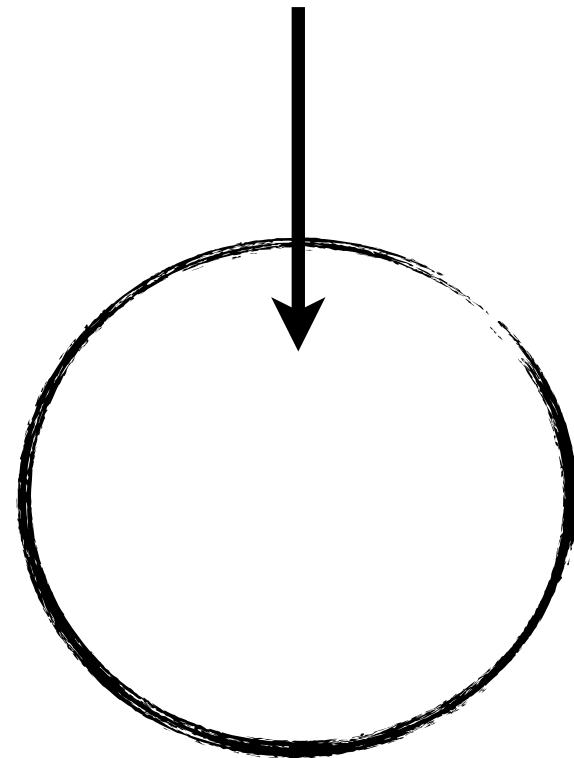


Opportunity

Your personal stretch...



your comfort zone



How will you allow your
actions, priorities, language,
questions, reflections,
conversations...
to shape the learning culture
for which you strive?

